

# Just Learning Nursery

Inspection report for early years provision

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**Unique reference number** EY292282  
**Inspection date** 13/01/2009  
**Inspector** Janet Skippins

**Setting address** Red Hall Court, Paragon Business Village, Wakefield, West  
Yorkshire, WF1 2UN  
**Telephone number** 01924 375505  
**Email** wakefield@justlearning.co.uk  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Just Learning Nursery has been registered since 2004. It is part of a group of nurseries managed by Just Learning Ltd. It operates from a building on the Paragon Business Park, close to Wakefield City Centre. The nursery serves the surrounding area. Children are accommodated in 10 rooms with access to an enclosed outdoor area. The building has disabled access.

The nursery is registered to care for 112 children in the early years age group. There are currently 123 children on roll who attend a variety of sessions. The nursery provides support for children with learning difficulties and disabilities. It is open from 07.30 to 18.30 Monday to Friday all year round. There are 28 members of staff that work with the children all of whom hold an appropriate childcare qualification. The nursery receives support from the local authority.

## Overall effectiveness of the early years provision

Children are very happy and settled at the nursery and benefit from a warm, inclusive, and welcoming environment. They are making good progress towards the early learning goals and their welfare is well promoted. Good systems to use children's observation and assessment records to plan activities are in place. Good systems are in place for self-evaluation, which shows the provider is able to assess the setting's strengths and weaknesses and has a highly positive attitude to improvement. Positive steps are taken to provide an inclusive environment that welcomes children's individuality and supports those with learning difficulties or disabilities; however, there are limited resources to develop children's understanding of disability. The nursery has a very good partnership with parents, other providers and outside agencies.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consider developing the children's observation and assessment records by providing a summary sheet, based on the information which is in place, to show children's progress towards the early learning goals.
- continue to develop activities and resources to enable children to learn about disability.

## The leadership and management of the early years provision

Highly comprehensive policies and procedures are in place and contain all of the required information. Positive steps are taken to safeguard children's welfare and ensure they are cared for by staff with appropriate skills. For example, qualification requirements are met and clear, robust procedures are in place for recruiting and vetting new staff. They have attended training to implement the Early Years

Foundation Stage and are putting their knowledge into everyday practice. As a result, children make good progress given their starting points. Practitioners have a clear understanding of their role towards child protection and are able to put relevant procedures into practice in order to ensure children are fully protected. Risk assessments are in place and used effectively which enhances the safety of the children.

Good systems are in place to assess the setting's strengths and weaknesses and attention is given to monitoring staff performance. Annual appraisals provide an opportunity for staff and managers to look at training needs together. The provider has a very positive attitude to improvement and plans are in place to enhance the quality of the provision. For example, the nursery would like to expand the free flow to allow a wider use of outdoors. The provider has acted on the recommendations made at the last inspection; children now have more understanding about the importance of hand washing and systems are in place to ensure this is part of their routine. Cots have been moved away from the windows to enhance security of babies and activity plans for them have been improved and are in line with the Early Years Foundation Stage. Children now access more activities and displays to help them understand about diversity, although resources are constantly being increased, including those to help children learn about disability.

The nursery's self-evaluation document states that nursery operates an open door policy, parents and carers are welcome to discuss their child with their key worker or speak to the manager. This was observed to happen in practice on the day of the inspection. The nursery sends out questionnaires to parents annually and takes on board their opinions. Parents provide relevant information about their children, which staff use to form relationships with them. Parents can see children's observation and assessment records at any time and they contribute to assessments by adding their own goals for their child's development. They attend twice-yearly parents' evenings where they speak to their child's key person. They are also kept well informed of nursery activities through newsletters. The setting is proactive in providing an inclusive environment and works closely with parents and external agencies to ensure children receive the support they need.

## **The quality and standards of the early years provision**

Children are making good progress in all areas of learning and development. They are well motivated, very happy and settled in the nursery. The environment is well set out in clearly defined areas and children have ample space to move about freely. They are able to self-select from a good range of toys and resources. However, there are a limited range of activities and resources available that promote children's understanding of disability. Children's health is well promoted through their enjoyment of nutritious freshly cooked meals. The nursery has received the Gold award for healthy eating from the local council. Children also stay healthy by making good use of the outdoor area, for example, they concentrate on digging in soil for long periods.

Good systems are in place to observe and assess the children's progress and

identify their next steps for learning, however, although the observation and assessment records show children's progress towards the early learning goals this information is not very easily accessed.

Parents contribute to the records by including information about what their child does at home. Staff use observations and assessments to plan play experiences for individual children.

Young babies have lots of cuddles, good eye contact and the staff sit on the floor laughing and talking to them. Their individual needs are very well met, for example, staff hold them close for long periods if this helps them to sleep. They provide good, tactile play experiences, for example, staff work on a one to one basis with the very youngest of babies to familiarise them with the feel of glue and paint. Messy play is given high priority throughout the nursery, with toddlers using junk materials to make models and pre-school children making their own play dough. Staff in the pre-school room spend time talking to the children, supporting them and provide a good balance of adult led and child initiated activities. The children relate well to staff, for example, they ask staff about their home life. Staff respond well with explanations, which are pitched at the right level for children to relate to and understand. Children are learning to keep themselves safe and understand basic rules, such as wearing Wellington boots when digging in the soil.

The children are confident in the setting and are learning independence and social skills. They are learning about the world around them through outings and visitors to the nursery. Children in the pre-school room have good levels of concentration and make good use of the comfortable reading area helping themselves to books which they look at independently for long periods. They also use the mark making area and write their names on their work without prompts from staff. They are developing their understanding of people from different cultures through planned activities, books and the use of interactive displays, such as, a large map of the world. They become familiar with numbers through everyday activities, which include looking closely at the numbers showing the size of their shoes and using supermarket receipts.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.